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ABSTRACT

Senior international affairs administrators play an important role in how a college or university blends multinational student and faculty experiences into a meaningful collegiate experience. The characteristics of these individuals, though, have not usually been examined. This study reviewed job advertisements for senior student affairs administrators as a method of profiling the type of person required and the experiences needed to hold these important positions. Data were advertisements from "The Chronicle of Higher Education" for 1996 through 1998. A total of 268 advertisements were identified, but only 143 were for senior-level positions. Findings show that institutions had definite expectations about who they wanted to hire, with most advertisements specifying the years of experience required. Eighty-five institutions required a master's degree, 30 preferred a doctorate, and 14 did not identify the educational attainment needed. Different technical skills were specified, and most institutions identified interpersonal skills as a requirement for the job. Some regional differences in requirements were also identified. (SLD)

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The Qualifications and Selection Process of Senior International Affairs Administrators

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Abstract

Senior international affairs administrators play an important role in how a college or university blends multi-national student and faculty experiences into a meaningful collegiate experience. The characteristics of these individuals, though, have been largely unexamined and have been left to casual conversations. The current study reviewed job advertisements for senior student affairs administrators as a method for profiling the types of individuals and individual experiences necessary for ascension to these important positions.

International students and experiences contribute greatly to the growth potential of students, faculty, and those who come in contact with colleges and universities. To encourage international students and experiences, as well as fostering international linkages among institutions, senior international affairs administrators play an important role on college campuses. Little is known about the senior international affairs administrator (SIAA), other than issues related to general administrative abilities. The current study was designed to explore the qualifications of these individuals, and to stratify these qualifications based on geographic areas, thus allowing for a more in-depth analysis of administrative expectations.

International students and scholars bring diversity to campus by their contributions to academic fields and different perspectives to higher education. This diversity challenges senior international affairs administrations to evaluate curriculum and reshape it to include a world view.

The purpose for conducting the study was to develop baseline data on the qualifications and selection process of Senior International Affairs Administrators in higher education. The study provided an examination of the demographic, technical and interpersonal qualifications of individuals desiring to be selected to lead divisions and offices of international affairs or programs in colleges and universities as determined by job advertisements.

Data for the research project were collected from advertisements placed in The Chronicle of Higher Education by colleges and universities attempting to hire a SIAA. All Chronicle advertisements from 1996 through 1998 were examined. The time period

of the study reflects both current demands and Chronicle availability, as well as provides a time line that may reflect the emergence of specific trends.

The study was particularly important as it provides both baseline data on the administrative position expectations, and begins a critical dialogue about the administrative preparation of senior administrators working in international affairs. From data findings, important results can be shared with those in curriculum development and others in senior college management about what types of training experiences are necessary for the SIAA position, and how middle-level and entry-level professionals should prepare themselves for career advancement.

Data Results

To collect data on SIAAs, The Chronicle of Higher Education, the primary national source of job advertisements, was analyzed, selecting position announcements for senior international affairs administrators. These advertisements were collected from the "B" section of The Chronicle. A total of 147 issues of The Chronicle were collected for use in the data analysis. These issues were made available from the University of Missouri-Columbia libraries.

The first issue of The Chronicle to be included in the study was January 12, 1996, and the last issue was December 4, 1998. A total of 268 advertisements were identified, as shown in Table 1; however, only 143 were identified as "senior-level" positions (53%). These 143 advertisements included 22 from the 1996 issues of The Chronicle, 54 in 1997, and 67 in 1998.

Position titles included in the study were: Director of International Programs, Dean of International Education, Assistant/Associate Dean of Students, Assistant Provost for International Programs, and Director of the International Center. No master listing of titles included in the study was compiled due to the vast differences in titles, the range of titles, and the variations on wording for similar positions.

Table 1.

Total Number of Advertisements Printed in The Chronicle of Higher Education, 1996-1998

Year	Number of ads used	Percent	Number of ads not used	% ads not used
1996	22	15%	35	29%
1997	54	38	42	33
1998	67	47	48	38
Total	143		125	

Analysis of Data

1. What are the professional qualifications in terms of experience, education, and competencies required of an individual for the position of senior international affairs administrator?

As illustrated in the advertisements in The Chronicle, institutions had very definite expectations about who they wanted to hire for the SIAA position. An initial criterion for employment identified in some of the advertisements was a specified period of experience, typically measured in years of experience. These data were treated as categorical data, falling into one of five categories: no experience necessary (0 years of experience), 1-5 years of experience, 6-10 years of experience, more than 10 years of experience, and no experience requirement mentioned. As shown in Table 2, 40 institutions listed 1-5 years experience and 16 listed 6-10 years as required for the senior level position. Nationwide there were no institutions that listed 10 years or more years of experience as necessary, and similarly, no institutions listed no experience required.

Table 2

Years of experience required for Senior International Affairs Administrations, 1996-1998 by regions

	Regions											
Years	1	2	3	4	5	6	7	8	10	11	12	Total
0	0	0	0	0	0	0	0	0	0	0	0	0
1-5	2	1	6	8	6	4	3	1	4	3	2	40
6-10	0	0	0	1	3	1	6	0	3	1	1	16
10+	0	0	0	0	0	0	0	0	0	0	0	0
NM	6	2	7	5	14	5	15	7	8	11	7	87
Total	8	3	13	14	23	10	24	8	15	15	10	143

*NM – Not mentioned.

Region 1 = Alaska, Idaho, Oregon, and Washington;
Region 2 = Arizona, Colorado, Kansas, Montana, Nebraska, New Mexico, Utah, and Wyoming;
Region 3 = Arkansas, Louisiana, Oklahoma and Texas.
Region 4 = Iowa, Missouri, Minnesota, North Dakota, and South Dakota,
Region 5 = Illinois, Michigan and Wisconsin;
Region 7 = Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina, Tennessee, Puerto Rico, and the Virgin Islands.
Region 8 = Delaware, Maryland, Pennsylvania, Virginia, and Washington, DC;
Region 10 = New York and New Jersey;
Region 11 = Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont;
Region 12 = California, Nevada, and Hawaii. There is no Region 9.

Advertisements were also examined to identify educational attainment expectations. Options for degree attainment were treated as categorical data, and options included: bachelor's degree required, masters degree required, masters degree preferred, doctoral degree required, doctoral degree preferred, and no mention of educational attainment. As shown in Table 3, 85 institutions required a masters degree, 30 listed doctorate preferred and 14 did not indicate any educational level.

Table 3

Educational Experience Required for Senior International Affairs Administrators, 1996-1998

	Region											
	1	2	3	4	5	6	7	8	10	11	12	Total
Degree												
BA	1	0	1	1	1	0	1	0	4	2	0	11
MA	5	2	12	12	13	6	13	5	3	9	5	85
MA pref	0	0	0	0	1	0	2	0	2	1	0	6
Doc	0	0	1	1	11	2	7	2	3	1	2	30
Doc pref	0	2	5	5	3	3	3	1	2	2	4	30
NM*	2	0	0	0	0	1	2	1	3	3	2	14
Totals	8	4	19	19	29	12	28	9	17	18	13	

*NM = Not mentioned.

From data collected from the advertisements in The Chronicle, the SIAA has at least 1-5 years of experience, a master's degree or higher and competencies. The competencies were treated as categorical date and included: immigration policies, H-1B, F, and J immigration types, computer, English as a second language, international policy, NAFSA member, foreign educational academic credential evaluation experience, study abroad, faculty exchange, and global issues knowledge. As shown in Table 4, immigration policy and regulations regarding H-1B, F, and J visas was required by 80 institutions listed. Study abroad was listed by five institutions as a technical competency. There were seven institutions that did not list any technical competencies.

Table 4

Technical Competencies required for Senior International Affairs Administrators, 1996-1998 by region

	Region											
	1	2	3	4	5	6	7	8	10	11	12	Total
INS policies, H-1, F, J visa	0	3	3	4	5	1	5	3	54	0	2	80
Computer	0	0	2	0	0	0	0	0	0	0	0	2
ESL	0	0	0	0	2	0	1	0	0	0	0	3
Int'l. Policy	0	0	0	0	1	0	0	0	0	0	0	1
NAFSA member	0	0	0	0	0	1	0	0	0	0	0	1
Foreign ed. Acad. Eval.	0	0	0	0	0	1	0	0	0	0	0	1
Study abroad	0	0	0	0	0	0	3	0	2	0	0	5
Faculty exchange	0	0	0	0	0	0	2	0	1	0	0	3
Global issue knowledge	0	0	0	0	0	0	0	0	0	0	2	2
None	7	0	0	0	0	0	0	0	0	0	0	7
Total	7	3	5	4	8	3	11	3	57	0	4	

2. What are the technical and interpersonal skills required of an individual, for the position of senior international affairs administrator?

As illustrated in the advertisements in The Chronicle, institutions had definite expectations about the technical skills required for individuals as SIAA. The technical skills were treated as categorical data, and include: cultural knowledge, foreign language, administration, budgets, personnel, fund raising, management, business plans, publicity, travel and living abroad, leadership, program development, teaching, planning, recruitment, research, computer, weekend work, quality orientation planning, energy, and creativity. As shown in Table 5, 38 institutions required leadership as a technical skill, 33 institutions required fund raising and 32 required a foreign language as a technical skill. Two institutions did not list any technical and interpersonal skills.

Table 5

Technical Skills required for Senior International Affairs Administrators, 1996-1998 by region

	Region											
	1	2	3	4	5	6	7	8	10	11	12	Total
Cultural Knowledge	2	0	0	0	0	0	0	0	0	0	0	2
Foreign Language	3	1	5	1	5	4	3	0	1	7	2	32
Admin.	1	0	0	0	8	2	6	2	1	3	0	23
Budgets	0	2	2	3	4	1	7	1	1	2	4	27
Personnel	0	1	0	0	0	1	0	0	1	0	0	3
Fund Raising	0	0	4	3	7	0	13	3	3	0	0	33
MGT	0	0	0	0	0	0	0	0	1	2	0	3
Business plans	0	0	0	0	0	0	0	0	1	0	0	1
Publicity	0	0	0	0	0	0	0	0	1	0	0	1
Travel & Living Ab'd	0	1	2	1	0	0	3	1	3	3	0	14
Leadership	0	0	4	3	7	2	8	2	5	2	5	38
Program development	1	0	1	4	6	1	4	0	0	1	1	19
Teaching	0	0	0	1	5	3	4	1	1	3	3	21
Planning	1	0	0	0	0	0	0	0	0	0	2	3
Advising	1	0	0	1	0	0	0	0	4	2	2	10
Recruitment	0	0	0	0	1	1	0	0	0	0	0	2
Research	0	0	0	0	3	1	2	1	1	3	1	12

Table 5, continued

Technical Skills required for Senior International Affairs Administrators, 1996-1998 by region

	Regions											
	1	2	3	4	5	6	7	8	10	11	12	Total
Computers	0	0	0	1	1	1	3	1	2	3	0	12
Weekend work	0	0	0	0	1	0	0	0	0	0	0	1
Quality	0	0	0	0	0	0	0	1	0	0	0	1
Orientation planning	0	0	0	0	0	0	0	1	0	0	0	1
Energy	0	0	0	2	0	0	0	0	0	0	0	2
Creativity	0	0	0	0	0	0	0	0	0	2	0	2
Distance Ed.	0	0	0	0	0	0	0	0	0	0	1	1
None	2	0	0	0	0	0	0	0	0	0	0	2
Totals	9	5	18	21	48	18	53	14	26	33	20	

Advertisements were also examined to identify interpersonal skills. The data were categorized into the following: interpersonal skills, oral and written skills, collaboration, human resources management, intercultural, teamwork, cross-cultural, diversity, multicultural skills and other. As shown in Table 6, 70 institutions listed interpersonal skills as a requirement for the SIAA position, 17 listed collaboration skills as necessary, and 11 listed diversity or multicultural skills as necessary. Fourteen institutions listed other interpersonal skills as required (conflict resolution, religion, etc.), and seven institutions did not list any specific interpersonal skills as required for the position of senior international affairs administrator.

Table 6

Interpersonal Skills required for Senior International Affairs Administrators, 1996-1998 by Region

	Region											
	1	2	3	4	5	6	7	8	10	11	12	Total
IPS*	1	1	4	7	10	6	12	2	5	8	4	70
Oral and written	0	1	0	0	0	0	0	0	0	0	0	2
Collaborative	0	0	1	0	0	2	4	0	3	4	3	17
HRM*	0	0	1	0	0	0	0	0	0	0	0	1
Inter-cultural	0	0	0	4	0	0	0	0	0	0	0	4
Teamwork	0	0	0	1	0	0	0	0	0	0	0	1
Cross-cultural	0	0	0	0	4	0	0	0	0	0	0	4
Diversity/ multi-cultural	0	0	0	0	0	0	6	2	1	0	2	11
Other	4	0	1	0	3	1	1	1	0	0	3	14
None	7	0	0	0	0	0	0	0	0	0	0	7
Total	8	1	6	12	14	8	23	4	9	12	9	

*ISP = Interpersonal Skills

*HRM = Human Resources Management

Therefore, the qualifications required for an SIAA include a strong sense of leadership, knowledge of at least one foreign language, and excellent interpersonal skills, particularly abilities for oral and written communications. The successful SIAA will also have program development abilities and collaboration and diversity skills.

3. Are there differences in senior international affairs administrators based on geographical differences?

To respond to this question the NAFSA regions were used to classify institutions. Region 1 includes Alaska, Idaho, Oregon, and Washington; Region 2 includes Arizona, Colorado, Kansas, Montana, Nebraska, New Mexico, Utah, and Wyoming; Region 3 includes Arkansas, Louisiana, Oklahoma and Texas. Region 4 includes Iowa, Missouri, Minnesota, North Dakota, and South Dakota, Region 5 includes Illinois, Michigan and Wisconsin; Region 7 includes Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina, Tennessee, Puerto Rico, and the Virgin Islands. Region 8 includes Delaware, Maryland, Pennsylvania, Virginia, and Washington, DC; Region 10 includes New York and New Jersey; Region 11 includes Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont; and Region 12 includes California, Nevada, and Hawaii. There is no Region 9.

As found in the advertisements in The Chronicle, institutions had very definite expectations about who they wanted to hire for the SIAA position. As shown in Table 2, Region 7 had 24 advertisements, 3 listed 1-5 years and 6 listed 6-10 years experience and 15 did not mention years of experience required. Region 5 had 23 advertisements, 6 listed 1-5 years experience, 3 listed 6-10 years of experience, and 14 did not list in the advertisements any years of experience required. Region 1 had 8 advertisements, 2 listed

1-5 years of experience, and 6 did not mention specify any years of experience. Also as shown in Table 2, the least amount of professional work experience was required in Regions 2 and 8, while the most experience required was in Region 7. Regions 5 and 7 were the most likely to have advertisements listed, and Regions 2 and 8 were the most likely to not specify any particular number of years of professional experience as required for the SIAA position.

In Table 3, the educational attainment of the SAII position varied by regions. Region 5 listed education level 29 times and 28 of those required a masters degree or higher degree. Region 7 listed educational level 28 times and 25 of those required a master's degree or higher. Of the 180 indications of degree attainment 85 (47%) specified holding a master's degree. Regions 5 and 7 were the most likely to require a master's degree (n=13) and Regions 2 and 10 were the least likely to require a master's degree. Region 5 was the most likely to require a doctoral degree (n=11), followed by Region 7 which also had a large number of required doctorates (n=7). Few institutions required only a bachelor's degree for the SIAA position, and Region 10 was the most likely to require only a bachelor's degree (n=4). Regions 10 and 11 each had 3 instances where no mention was made of degree attainment.

Overall, there are several noticeable differences between regions. In particular, Region 7 was noted as having a highly educated and experienced SIAA workforce.

4. What are the typical application guidelines and time lines for the senior international affairs administrator?

Advertisements were also examined to identify typical application guidelines. Options for application guidelines were treated as categorical data, and included: application letter, resume/curriculum vitae (cv), transcript, letters of recommendation, and references, and other. As shown in Table 7, 135 institutions listed resume or cv, 128 institutions listed application letter, and 89 listed references. There were 14 institutions that listed other guidelines, such as a required institutional application, directions to a web-site, or specific statement. A total of 7 institutions did not list any application guidelines.

Options for application material submission timelines were also treated as categorical data, included: 0–30 days or 30 or more days. The start date for the advertised SIAA position was also computed, and as shown in Table 8, an average number of days until the start date was shown. Thirty-nine institutions had application timelines of within 30 days of the advertisement, and 44 institutions required submission in 30 or more days (see Table 8). The starting date for the advertised SIAA position ranged from two weeks to over 300 days, with an average of 92 days. Region 6 had an average start date within 270 days of the application, and Region 10 had an average start date within 30 days of the application.

Overall, then, SIAA application procedures typically require a letter of application, curriculum vitae or resume, and listing of professional references. Applicants for the SIAA position were expected to submit their materials in over 30 days of the advertisement, and were expected to begin work within three months of the

advertisement date. Again, Region 7 was the most active in requiring application materials, as shown in Table 7, and Region 6 had the longest time between advertisement and start date.

Table 7

Application Guidelines for Senior International Affairs Administrators by Region for 1996-1998

	Regions											
	1	2	3	4	5	6	7	8	10	11	12	Total
Letter	3	3	10	11	21	9	20	7	11	14	6	128
Resume/CV	1	3	10	14	23	9	23	7	12	15	6	135
Transcript	0	0	2	2	2	1	0	1	3	0	0	11
Letter of Recommend.	2	0	2	1	1	3	4	0	3	1	0	17
References	1	3	8	10	18	6	18	6	4	10	5	89
Total	7	9	32	38	65	28	65	21	33	40	17	

Table 8

Application Timelines for Senior International Affairs Administrators by Region for 1996-1998

	Regions											
Timeline to start	1	2	3	4	5	6	7	8	10	11	12	Total
0–30 days	1	0	3	6	8	3	6	2	3	5	2	39
30+ days	1	3	5	4	11	4	6	2	2	3	3	44
Start Date (in days)	60	0	86	0	120	270	101	0	30	116	224	

Discussion

The current study provides baseline data on the qualifications and selection process of Senior International Affairs Administrators in higher education. Data for the research project were collected from advertisements place in The Chronicle of Higher Education by colleges and universities attempting to hire a SIAA. The study provides baseline data on the administrative position expectations and reports those findings based on the research questions.

The Data Results listed The Chronicle of Higher Education as the primary source for collection of data for the years 1996 – 1998. The Chronicle is the leading source of job advertisements for universities and colleges. The period, 1996-1998 provided

adequate data that international administrators are an important component on college campuses.

The Analysis of Data section describes the various categories and provides data for the research questions in table form and reports the results. The date provided indicates there were sufficient advertisements to provide information and data regarding the specific research questions.

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